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ABSTRACT

Social studies is a field struggling to reconcile multiple and, at times, conflicting rationales. The beginning of a century is an appropriate time to reflect on the condition of social studies and to question where the world has been and where it is going. The essays in this collection explore possible answers to these questions as they apply to critical areas of concern for social studies educators. The collection contains the following essays: (1) "Social Studies: Problems and Possibilities" (William B. Stanley); (2) "Defining Social Studies" (Jack L. Nelson); (3) "In Search of the Social Studies Curriculum: Standardization, Diversity, and a Conflict of Appearances" (Kevin D. Vinson; E. Wayne Ross); (4) "Climates of Constraint/Restraint of Teachers and Teaching" (Catherine Cornbleth); (5) "Toward Enlightened Political Engagement" (Walter C. Parker); (6) "Committing Acts of History: Mediated Action, Humanistic Education, and Participatory Democracy" (Linda S. Levstik; Keith C. Barton); (7) "Interrogating Privilege, Plurality and Possibilities in a Multicultural Society" (Ellen M. Santora); (8) "Moving the Center of Global Education: From Imperial World Views that Divide the World to Double Consciousness, Contrapuntal Pedagogy, Hybridity, and Cross-Cultural Competence" (Merry Merryfield); (9) "Promise and Practice of Computer Technologies in the Social Studies: A Critical Analysis" (Michael J. Berson; John K. Lee; Daniel W. Stuckart); (10) "The Future of Research on Social Studies--For What Purpose?" (James P. Shaver); and (11) "Epilogue" (William B. Stanley). (BT)



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